

2004-2005 No Child Left Behind - Blue Ribbon Schools Program

U.S. Department of Education

Cover Sheet

Type of School: ☒ Elementary ☐ Middle ☐ High ☐ K-12

Name of Principal Mrs. Lucille F. Iconis
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name East Lake School
(As it should appear in the official records)

School Mailing Address 154 East Lake Avenue
(If address is P.O. Box, also include street address)

Massapequa Park New York 11762-2346
City State Zip Code+4 (9 digits total)

County Nassau School Code Number* 28-05-03-0003

Telephone (516) 797-6020 Fax (516) 797-6949

Website/URL www.msd.k12.ny.us E-mail liconis@msd.k12.ny.us

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge all information is accurate.

(Principal's Signature) Date February 5, 2005

Name of Superintendent* Dr. Lawrence Pereira
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Massapequa Public Schools Tel. (516) 797-6600

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

(Superintendent's Signature) Date _____

Name of School Board
President/Chairperson Mrs. Arlene Martin
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this package, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

(School Board President's/Chairperson's Signature) Date _____

PART I - ELIGIBILITY CERTIFICATION

[Include this page in the school's application as page 2.]

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office of Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools with one principal, even K-12 schools, must apply as an entire school.)
2. The school has not been in school improvement status or been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2004-2005 school year.
3. If the school includes grades 7 or higher, it has foreign language as a part of its core curriculum.
4. The school has been in existence for five full years, that is, from at least September 1999 and has not received the 2003 or 2004 *No Child Left Behind – Blue Ribbon Schools Award*.
5. The nominated school or district is not refusing the OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if the OCR has accepted a corrective action plan from the district to remedy the violation.
7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school, or the school district as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Questions 1-2 not applicable to private schools)

1. Number of schools in the district:

6	Elementary schools
1	Middle schools
	Junior high schools
2	High schools
	Other
9	TOTAL

2. District Per Pupil Expenditure: \$8,133

- Average State Per Pupil Expenditure: \$6,958

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:

<input type="checkbox"/>	Urban or large central city
<input type="checkbox"/>	Suburban school with characteristics typical of an urban area
<input checked="" type="checkbox"/>	Suburban
<input type="checkbox"/>	Small city or town in a rural area
<input type="checkbox"/>	Rural

4. 4 1/2 Number of years the principal has been in her/his position at this school.
 _____ If fewer than three years, how long was the previous principal at this school?

5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK				7			
K	51	45	96	8			
1	49	37	86	9			
2	56	56	112	10			
3	69	40	109	11			
4	58	57	115	12			
5	50	40	90	Other*	7	3	10
6	49	55	104				
TOTAL STUDENTS IN THE APPLYING SCHOOL →							722

*Other indicates ungraded program for autistic students

[Throughout the document, round numbers to avoid decimals.]

6. Racial/ethnic composition of the students in the school:
- | | |
|-------------|----------------------------------|
| 96 | % White |
| _____ | % Black or African American |
| 2 | % Hispanic or Latino |
| 2 | % Asian/Pacific Islander |
| _____ | % American Indian/Alaskan Native |
| 100% | Total |

Use only the five standard categories in reporting the racial/ethnic composition of the school.

7. Student turnover, or mobility rate, during the past year: _____1%

(This rate should be calculated using the grid below. The answer to (6) is the mobility rate.)

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	5
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	5
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	10
(4)	Total number of students in the school as of October 1	722
(5)	Subtotal in row (3) divided by total in row (4)	.014
(6)	Amount in row (5) multiplied by 100	1.4

8. Limited English Proficient students in the school: 1 %
5 Total Number Limited English Proficient

Number of languages represented: 3
Specify languages: Chinese, Korean, Spanish

9. Students eligible for free/reduced-priced meals: 3 %

Total number students who qualify: 21

If this method does not produce an accurate estimate of the percentage of students from low-income families or the school does not participate in the federally-supported lunch program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 12 %
87 Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act.

<u>12</u> Autism	<u>1</u> Orthopedic Impairment
<u> </u> Deafness	<u>11</u> Other Health Impaired
<u> </u> Deaf-Blindness	<u>28</u> Specific Learning Disability
<u> </u> Emotional Disturbance	<u>34</u> Speech or Language Impairment
<u>1</u> Hearing Impairment	<u> </u> Traumatic Brain Injury
<u> </u> Mental Retardation	<u> </u> Visual Impairment Including Blindness
<u> </u> Multiple Disabilities	

11. Indicate number of full-time and part-time staff members in each of the categories below:

Number of Staff

	<u>Full-time</u>	<u>Part-Time</u>
Administrator(s)	<u>2</u>	<u> </u>
Classroom teachers	<u>47</u>	<u>5</u>
Special resource teachers/specialists	<u>5</u>	<u>1</u>
Paraprofessionals	<u>21</u>	<u> </u>
Support staff	<u>3</u>	<u>1</u>
Total number	<u>78</u>	<u>7</u>

12. Average school student-“classroom teacher” ratio: 21:1

13. Show the attendance patterns of teachers and students as a percentage. The student dropout rate is defined by the state. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy between the dropout rate and the drop-off rate. (Only middle and high schools need to supply dropout rates and only high schools need to supply drop-off rates.)

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Daily student attendance	95 %	96 %	96 %	95 %	94 %
Daily teacher attendance	96 %	96 %	95 %	96 %	96 %
Teacher turnover rate	2 %	2 %	10 %	6 %	N/A
Student dropout rate (middle/high)	N/A	N/A	N/A	N/A	N/A
Student drop-off rate (high school)	N/A	N/A	N/A	N/A	N/A

PART III- SUMMARY

Nestled in a residential area of Massapequa Park, Long Island, New York, *East Lake School* educates approximately 725 students in kindergarten through sixth grade, and serves as home to the District's elementary program for autistic students. The diversity of our programs creates an especially exciting and enriching school environment. We are extremely proud of the quality of instruction children receive at East Lake School; it prepares them well for their continuing education in the Massapequa School District and beyond. The support of faculty and staff, parents and community, central administration and the Board of Education, enable our students to achieve their personal best.

Proudly hanging in the front lobby of the school is a banner that characterizes the school's mission. It states:

'WELCOME TO OUR SCHOOL.....WHERE CHILDREN AND LEARNING COME FIRST'

This vision acts as a filter for every decision made, from the classroom to the conference room. Emerging from a process involving key stakeholders, who were given time to dream, explore, and think creatively about what is possible within a school rather than what is probable, this mission provides the school with a roadmap for success.

In our child-centered environment, we have created a place where teachers like to teach and children like to learn; where members of an educational 'family' who work together collaboratively share 'ownership' of the school and its programs. Shared leadership, which includes significant contributions not only by teachers and administrators, but also by students and parents, helps us to work as a team and realize our school's purpose that *together we can make a difference*.

The breadth of our educational program is a source of significant pride. With the goal of exceeding New York State Standards, East Lake School provides a rigorous academic program that includes language arts, mathematics, science, and social studies, as well as physical education, library science, and music. Academics are effectively integrated with state-of-the-art technology. Curriculum initiatives such as a multi-year looping program, extended day kindergarten, and the adoption of a balanced literacy approach, have enhanced instruction and student performance. Our nurturing environment promotes the social and emotional development of the children we serve, and cultivates their special talents as well. Capable and talented educators, working with a broad academic range of students, have developed differentiated and enriched programs to meet the needs of all learners. Our highly trained staff is alert to the individual needs of every child. This dedicated effort results in the early identification of difficulties, and prompt intervention services.

Each classroom is a community of learners, a place where it is safe to learn with cooperation and collaboration among its members. Our Second Grade/Sixth Grade Buddy Program offers an opportunity for students to foster relationships in a cooperative environment, while supporting academic and emotional development. Whether it is the monthly focus on a particular character trait, or a nationally endorsed school-wide event such as 'Mix It Up At Lunch Day,' the ongoing Character Counts Program promotes the importance of strong moral growth in each of our youngsters. Numerous service programs, Student Council, and a variety of grade-wide activities involve all of our students in projects that promote an understanding of what it means to be a citizen in a global community: coat drives, food collection, nursing home visitations, charity support, ecology pursuits, disaster relief, etc..

Recognized in early 2004 by the New York State Department of Education as one of the most improved schools on Long Island, East Lake School continues to reach for the stars. With support, trust, and teamwork, we welcome the responsibility of preparing today's children to meet the challenges of tomorrow.

PART IV- INDICATORS OF ACADEMIC SUCCESS

1. ASSESSMENT RESULTS

As a public school in New York State, East Lake School participates fully in the state assessment program. Students in grade 4 are tested using the state assessments in English Language Arts (ELA) and Mathematics, in addition to the Science exam, which as requested, is not referenced in this report. These state assessments are designed to measure the effectiveness of instructional programs, as well as student progress. They are based on the explicit state Learning Standards and core curricula, and the content of the assessments mirrors instruction being delivered in the classrooms. Schools within New York State are compared with other schools in their district, similar districts, and statewide. Results are provided yearly in a report card created specifically for individual schools.

Students are classified into one of four levels of performance based on their overall test results in relation to the NYS Learning Standards in ELA and Mathematics. Performance will fall within one of four categories: (4) Exceeding the Standards, (3) Meeting the Standards, (2) Not Fully Meeting the Standards, (1) Not Meeting the Standards. In order for students to meet or exceed the Standards, they must perform at levels 3 or 4. Students functioning at levels 1 or 2 are working below state Standards and may be candidates for academic intervention services (AIS).

Over the course of the past five years, East Lake School's assessment results have reflected our extraordinary progress. Results of the English Language Arts (ELA) exam indicate a steady growth in Levels 3 and 4, with 94% of students tested in the 2003-04 school year meeting or exceeding the Standards. In relation to the NYS average, East Lake students robustly scored 32% higher in this category as compared to the statewide cohort group. This level of performance is described by the state as students who: "consistently demonstrate understanding of written and oral text beyond the literal level. They can analyze and interpret a variety of texts, identify significant story elements, compare and synthesize information from related texts, and form insightful opinions, using extensive supporting details." Since 2001, no students have scored at Level 1.

For Mathematics, 100% of our students tested in the 2003-04 school year met or exceeded the Standards, with 74% achieving the distinction of Level 4. This percentage demonstrates a 48% growth, during the past five years, in exceeding the Standards. East Lake students scored approximately 20% higher in this category as compared to the state's public school average score. The state describes some of the skills that students performing on this mastery level are able to demonstrate, including: "ordering decimals, identifying place value, using estimation, applying graphical data; predicting effect of a biased sample, describing patterns; explaining reasoning, drawing conclusions, and analyzing situations."

All special education and Limited English Proficient (LEP) students are required to take these state assessments. As the data for the 2003-04 school year indicates, 60% of our special education students met the state Standards in English Language Arts (ELA), and in Mathematics, 100% met the Standards with 44% exceeding the Standards. In an analysis of the identified sub-groups, trend data suggests that although a disparity exists between the performance of special education and gifted/talented students (which would be expected to be higher), improvement in the special education domain has been significant. We are exceptionally proud of our growth in this area, as there has been a determined effort to improve instruction for this group.

Academic rigor and excellence is encouraged and applauded at East Lake School. Establishing a firm foundation for academic success is a paramount focus of administration, faculty, staff, and parents. This dedicated effort has contributed to the dramatic improvement and growth as illustrated by the results of the New York State assessments. We are proud of our accomplishments!

New York State assessment information may be accessed through the NYS Education website @ www.nysed.gov

2. USE OF ASSESSMENT DATA

East Lake School uses a wide variety of assessment data to inform instruction and analyze programmatic effectiveness.

Data obtained from criterion-referenced state assessments and standardized tests is analyzed on both a student and grade level basis. Through item analyses and pattern trends, information regarding student strengths and weaknesses is provided to teachers in all grades. This information aids the teacher in pinpointing areas of difficulty and prescribing appropriate remediation. Administrators analyze school-wide results and communicate progress during faculty and grade level meetings.

Prior to the start of the school year, incoming kindergarten children are screened using the *First Step Screening Test*, published by the Psychological Corporation. The overall purpose of screening is to assess readiness skills in the cognitive, language, and motor domains. Results of this assessment assist in the construction of well-balanced kindergarten classes, and highlight the youngsters requiring early intervention service. For those children identified as ‘at-risk for failure,’ an intervention program, ‘*Summer Stars*,’ is offered. Conducted over a six-week period during the summer months, the program focuses on pre-reading and language skills necessary for success in kindergarten.

The Child Study Team (CST) meets weekly to discuss student performance relative to grade level and standards based expectations. This *team*, which is comprised of building administrators, teachers, support specialists, and a psychologist, analyze data obtained through all assessment measures, both formal and informal, to identify academic needs and construct plans of improvement.

Several months prior to the ELA state assessment, students in grade 4 are administered a practice test to assess their performance level. Based on these results, and in concert with teacher observations, small groups targeting specific skill development are created to address areas requiring further development. Before or after school ELA programs are offered to all fourth grade students to assist them in meeting and exceeding the standards.

3. COMMUNICATION

Subscribing to the belief that successful schools maintain strong communication with parents and the community, East Lake School takes great pride in its open communication policy. In addition to our school maintaining close communication with parents concerning individual student performance, the articulation of curriculum requirements is consistently presented.

Parents become familiar with their child’s progress through parent-teacher conferences, written and oral communication, and informational parent workshops. Progress reports are issued quarterly, in addition to the *five-week reports* distributed on the sixth grade level. Parents receive weekly notification of student performance through a folder system. At our annual Back-To-School-Night in the fall, parents are made aware of their child’s curriculum, grade-level requirements, and upcoming assessments. Informative evening workshops, such as *4th Grade Math Night*, are specifically designed to raise parents’ awareness and build familiarity with the state assessment in mathematics. Presented several months before the actual test administration, this workshop provides parents an opportunity to work alongside their student in activities that parallel assessment topics.

Data results are regularly communicated to all members of the educational community. Detailed reports of the district selected standardized Terra Nova assessment for students in grades 2, 3, 5, and 6 are provided. Results of state assessments in ELA, Math, Science, and Social Studies are mailed to the home. These reports supply parents with a concise indication of their child’s performance in relation to meeting grade level expectations and higher standards. The community is informed of the school’s progress at the annual presentation of the New York State Comprehensive School Report Card. This report is presented to the Parent Teacher Association and is published in regional and local newspapers, as well as in the school newsletter.

Celebrations of student performance are common occurrences. Whether it be at a school-wide assembly, an evening PTA gathering, or the ‘*Principal’s Letter of Recognition*,’ which is mailed to the home, East Lake acknowledges the hard work of all its students.

4. SHARED SUCCESS

In many arenas, East Lake School has led the way in setting higher standards of excellence in the district, and readily accepts its responsibility to share these successes with other schools. Our staff welcomes visits from members of the educational community, both inside and outside the district, as a vehicle for showcasing our accomplishments. Teams of educators have visited us from other Long Island school districts to observe our approaches to literacy instruction, inclusion, physical education, the arts, and our specialized program for autistic students. Through replication, new and successful practices have been implemented in classrooms throughout the district and in neighboring areas.

At weekly grade level meetings, professionals are afforded the opportunity to describe positive events that occur in their classrooms. Teachers are encouraged, through a structured release time schedule, to observe a colleague's lesson, followed by a collaborative meeting session. Through open communication, strong practices are shared and a *common pedagogy* is cultivated. Currently, we are involved in the creation of a video library demonstrating best practice techniques that can be accessed by all district educators.

The school's PARP (Parents As Reading Partners) program was invited to present at the county and state levels, as an exemplary program, which unites students, teachers, and parents in promotion of literacy development.

Recognizing that technology positively impacts student learning, the district has partnered with the Microsoft Corporation in an innovative program to promote technology in education. Through this program, *Intel Teach to the Future*, our teachers have been trained on how to promote project-based learning through the creation of curricular units, which address state and national academic and technology standards. Encouraging teachers to work in teams and participate in peer review of their units, a cadre of lessons can now be accessed on-line. This has provided our teachers a national platform on which to share their successes, while promoting new and innovative approaches to teaching and learning.

In the event that our school is recognized for this prestigious award, we would take full opportunity of the dissemination opportunities offered by the Blue Ribbon Program. Presentations by teams of administrators and teachers at various local, state, and national forums such as regional BOCES Curriculum Councils, ASCD, and NAESP, would be planned. In addition, a school-wide celebration would occur, involving representatives from all segments of the educational community. Past and present administrators and educators, associated with East Lake School, would join together to celebrate our *shining moment!*

PART V- CURRICULUM AND INSTRUCTION

1. SCHOOL'S CURRICULUM

East Lake School's faculty and staff set high, rigorous goals across all areas of the curriculum that are aligned to the New York State Standards. With the objective of providing all children a rich and challenging academic program, we are proud of our standard of excellence. Curriculum is presented in a variety of integrated and multidisciplinary contexts. This *spiraling* curriculum, in which skill acquisition is reinforced, expanded, and refined, is the centerpiece of the academic program. Critical thinking skills, logical reasoning, study skills, and technology is embedded into all areas of the curriculum. Both formal, and informal authentic assessment is steady and provides information that informs instruction.

While we believe that there are constant elements in effective curriculum and instruction, we also believe effective curriculum must be proactively responsive to the learner and his or her world. At East Lake School, we recognize that curriculum should move students from novice toward expert levels of performance.

In response to constructing a seamless, *spiraling* curriculum, teachers have been working on curriculum mapping projects in order to organize and align the curriculum. Guided by the research of Heidi Hayes Jacobs, teachers have begun creating individual curriculum maps that identify the topics, skills, and assessments, by calendar months. The process of analyzing individual grade maps to assess vertical articulation and alignment to academic standards is ongoing.

- Reading/English Language Arts – A ninety-minute balanced literacy block of instructional time focuses on reading, writing, speaking, and listening activities. Active teaching engages the student through guided, shared, and interactive reading and writing. Supplementary reading selections are chosen to correlate with current units of study. Writing to communicate effectively is stressed in all disciplines. Students write daily for a variety of purposes, modes, and audiences. Research skills are taught in all grade levels within the context of daily classroom activities, as well as long-term projects and multimedia presentations.
- Mathematics- Our program encourages the development of an understanding of mathematical concepts and their applications to daily life using both concrete and abstract reasoning skills. Students are provided the opportunity to discover the theory and logic behind mathematical principles. The program builds number sense through a heavy integration of modeling and manipulatives to give students a firm conceptual base for real-life situations. Problem solving ability is extended through the use of cooperative learning and open-ended problems.
- Science- The school's program develops student understanding of complex scientific concepts through experiential investigation, creative problem solving, decision-making, and the application of knowledge. The program incorporates classroom instruction in concert with hands-on laboratory experimentation.
- Social Studies- The program focuses on teaching students how to be global citizens in today's society by promoting the various issues found within our borders and beyond. Utilization of a variety of document-based materials such as maps, graphs, political cartoons, and primary sources help students analyze and interpret resources.
- Art/Music- A sequential program comprised of learning that incorporates art history, criticism, aesthetics and creating meaningful artwork is experienced. A variety of materials and technology are utilized including Photoshop, the Internet, and digital cameras to create original works. Our music program helps students develop their musical understanding and abilities through active participation in musical activities and state and county level competitions.
- Physical Education/Health- Curricula focuses on learning healthy behaviors, including the benefits of exercise and proper eating habits that will persist into adulthood.

Support service personnel provide students with remediation, and alternative strategies in order to meet with success.

2a. READING CURRICULUM

Reading and Writing are viewed as partners, which serve as the cornerstone of our standards-aligned curriculum. Incorporating the research of Marie Clay, Fountas and Pinnell, and Regie Routman, we strive to instill a lifelong love of reading and writing in all our youngsters. In addition, the curriculum also focuses on speaking, listening and critical thinking skills. Reading and writing are embedded in all content areas, and taught daily during uninterrupted blocks of time.

Our balanced literacy approach incorporates the five key areas of reading instruction: phonemic awareness, phonics, fluency, vocabulary, and text comprehension with writing instruction. Profiting from the *Four Square Writing Method*, students are exposed to basic writing skills that are applicable across all grade levels and curriculum areas. Consistent use of common school-wide graphic organizers and grade level rubrics have significantly improved student writing.

Beginning in the primary grades, a combination of whole class and small group instruction is emphasized. Basal readers effectively deliver explicit, systematic reading instruction, while leveled readers accommodate students at different skill levels. Fiction and non-fiction titles offer high interest topics in varied genres. In the intermediate grades, novels and authentic literature compliment the reading/writing program. Reading logs are incorporated on all grade levels to encourage and monitor independent, recreational reading.

Assessment is ongoing and is based on both informal and formal testing, as well as running records, reading inventories, and rubric-applied writing portfolio samples. Special emphasis is placed on early intervention and remedial support, and is provided by reading specialists and learning coaches before, during, and after the school day.

Demonstrating our commitment to literacy development, school-wide events that include: Author/Illustrator Night, Author-in-Residence programs, and guest readers' visitations occur throughout the school year. Whether it be a classroom hosted 'Author's Tea,' where students have the opportunity to read their writings to community members, or a sixth grade public speaking event, reading and writing are continually celebrated.

3. CHOICE CURRICULUM - MATH

In our quest to provide youngsters with the opportunity to succeed in Mathematics and expand their creative ability to problem solve, students are continuously exposed to the importance of the discipline in real life situations. Our program is built around sound instructional strategies with an emphasis on hands-on problem solving activities.

Beginning in the primary grades, students are challenged daily by a 'problem of the day,' which requires not only a solution to the problem, but also a written explanation of the steps involved in the process. It is not uncommon to find a designated area within the classroom focusing on math tasks and challenging activities. Students are comfortable with the use of manipulatives and application of universal problem solving skills as they work with teacher created activities that parallel future state assessments tasks.

Utilizing the five classroom computers or the building's computer lab, teachers often use software designed to reinforce math skills. Programs such as, *Stickybear's Mathtown*, used in kindergarten, *Graph Club*, employed in third grade, and the intermediate grades' use of Microsoft *Excel*, strengthen mathematical skills and concepts. The school's library-media specialist has established a lesson zone, which can be accessed by all network users, specifically focusing on math tasks and concepts.

School-wide or grade specific activities such as Math Olympiad Club, St. Jude's Math-a-Thon, and the Grade 4 Family Math Night, where parents and children have the opportunity to navigate through previous NYS math assessments together, help our students develop an interest and love of mathematics outside the classroom. Utilizing state assessment data, standardized test results, and end-of -year assessment scores, a program is constructed that allows our instructors to address students' strengths and weaknesses within a framework of quality and relevance. During the professional development period or a common level prep, teachers can be found meeting with the math teacher to discuss strategies addressing individual student needs or collaborating on whole class "push-in" lessons.

4. INSTRUCTIONAL METHODS

East Lake School combines research-based approaches with innovative instructional methods to improve learning for all students. Through differentiation of instruction, teachers address students' individual needs and employ a variety of strategies to address those needs. Teachers develop challenging and engaging tasks for each learner, provide flexible approaches to content instruction, meet curriculum standards and requirements, create learner-responsive and teacher-facilitated classrooms, and provide opportunities for students to work in varied instructional formats. These formats may include: cooperative learning, differentiated instruction, compacted and tiered lessons, modeling, flexible grouping, coaching, short-term focused instruction, etc.

An emphasis on active learning, with students being responsible for what they are learning, has been key to our students' success. Technology is used as a tool to present ideas and knowledge acquired in different subject areas through the use of power point presentations, which are required of each student beginning in grade three.

To maximize student learning, teachers design units that focus on Bloom's Taxonomy and Gardner's theory of Multiple Intelligences. A structure of promoting higher-level thinking skills that address individual learning styles is woven into the fabric of each classroom. Rubrics are used to enable students, teachers, and parents to understand what is expected in order to reach the highest levels of achievement.

Literature Circles have proven to be a successful instructional method to support our goal of developing lifelong readers and writers. During this time, many of our classrooms are transformed into discussion centers, where students in primary grades work with their intermediate book-buddies to examine connections among texts. Ideas are explored in a variety of forums, from literature discussions to personal writings to paired presentations.

Students with special needs are offered support services such as speech, resource room, gifted/talented program, occupational therapy, physical therapy, counseling, academic intervention services, remedial reading, and mathematics, by specialists in the area.

5. PROFESSIONAL DEVELOPMENT PROGRAM

The Massapequa School District offers a comprehensive and extensive Professional Development Plan (PDP), as mandated by the New York State Commissioner's regulations. A committee of teachers, administrators, and parents developed the plan, which includes needs assessment, goals, strategies, activities, and evaluation standards. The PDP courses provide teachers with relevant workshops offered by nationally recognized and "resident" experts in the field. Professional portfolios, managed by a web-based program known as 'My Learning Plan,' allow teachers, with administrative approval, to register for out-of-district conferences, in-district workshops, graduate courses, and collegial circles. Teachers take control of their own learning as they work toward meeting district and personal career goals.

Our school has embraced the *Collegial Circles* program, which provides teachers with a structured time for reflection of classroom practices. Enabling teachers to take responsibility for satisfying their own individual needs for professional growth, while establishing a support process for sharing expertise, has proven most successful. This has been particularly evident in the collegial circles conducted on the kindergarten level. Groups of teachers worked collaboratively to create a portfolio of literacy activities to support center-based instruction. These center-based activities have become part of the landscape in virtually every kindergarten class throughout the district.

Prior to the start of each school day, teachers engage in a professional period. This time is devoted to collegial activities, including grade level meetings, library collaboratives, and in-service programs. A portion of monthly faculty meetings is devoted to ways of improving student achievement. Common planning time is incorporated into each teacher's schedule to provide opportunities for collaboration and analysis of assessment data. Vertical team meetings, the joining together of teachers in varied grade levels, allows for the development, continuity, and articulation of instruction across subject areas and within content specialties. Student assessment results have impacted professional development opportunities offered by the district. In 2001, the district embarked on a focused effort to improve the instructional program in mathematics, with teachers participating in workshops endorsed by the National Council of Teachers of Mathematics. Since that time, state results have shown a dramatic improvement.

STATE CRITERION-REFERENCED TESTS

Subject English Language Arts Grade 4
 Test New York State Grade 4 English Language Arts Exam

Edition/Publication Years: 1999-2004 Publisher: CTB/McGraw- Hill

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing month <u>January / February</u>					
SCHOOL SCORES					
% At or Above Level 1 (<i>Not meeting the standards</i>)	100%	100%	100%	100%	100%
% At or Above Level 2 (<i>Not fully meeting standards</i>)	100%	100%	100%	95%	99%
% At or Above Level 3 (<i>Meeting the standards</i>)	94%	97%	91%	82%	77%
% At or Above Level 4 (<i>Exceeding the standards</i>)	38%	62%	43%	35%	24%
Number of students tested	95	97	99	88	110
Number of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Gifted & Talented Students – “Magnet Program”					
% At or Above Level 1 (<i>Not meeting the standards</i>)	100%	100%	100%	100%	100%
% At or Above Level 2 (<i>Not fully meeting standards</i>)	100%	100%	100%	100%	100%
% At or Above Level 3 (<i>Meeting the standards</i>)	100%	100%	100%	100%	100%
% At or Above Level 4 (<i>Exceeding the standards</i>)	75%	100%	100%	100%	86%
Number of students tested	12	7	8	6	7
2. Special Education Students					
% At or Above Level 1 (<i>Not meeting the standards</i>)	100%	100%	100%	100%	100%
% At or Above Level 2 (<i>Not fully meeting standards</i>)	100%	100%	100%	67%	100%
% At or Above Level 3 (<i>Meeting the standards</i>)	60%	67%	70%	44%	39%
% At or Above Level 4 (<i>Exceeding the standards</i>)	0%	22%	10%	0%	8%
Number of students tested	10	9	10	9	13
Number of students alternatively assessed	0	0	0	0	0
NEW YORK STATE PUBLIC SCHOOL SCORES					
% At Level 1 (<i>Not meeting the standards</i>)	6%	6%	8%	6%	9%
% At Level 2 (<i>Not fully meeting standards</i>)	31%	30%	30%	30%	31%
% At Level 3 (<i>Meeting the standards</i>)	49%	42%	41%	43%	44%
% At Level 4 (<i>Exceeding the standards</i>)	13%	22%	21%	17%	16%

STATE CRITERION-REFERENCED TESTS

Subject Mathematics Grade 4
 Test New York State Grade 4 Mathematics Exam

Edition/Publication Years: 1999-2004 Publisher: CTB/McGraw- Hill

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing month <u>May</u>					
SCHOOL SCORES					
% At or Above Level 1 (<i>Not</i> meeting the standards)	100%	100%	100%	100%	100%
% At or Above Level 2 (<i>Not fully</i> meeting standards)	100%	100%	100%	98%	100%
% At or Above Level 3 (<i>Meeting</i> the standards)	100%	97%	85%	80%	89%
% At or Above Level 4 (<i>Exceeding</i> the standards)	74%	47%	35%	27%	26%
Number of students tested	94	100	100	89	112
Number of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Gifted & Talented Students – “Magnet Program”					
% At or Above Level 1 (<i>Not</i> meeting the standards)	100%	100%	100%	100%	100%
% At or Above Level 2 (<i>Not fully</i> meeting standards)	100%	100%	100%	100%	100%
% At or Above Level 3 (<i>Meeting</i> the standards)	100%	100%	100%	100%	100%
% At or Above Level 4 (<i>Exceeding</i> the standards)	100%	100%	100%	66%	86%
Number of students tested	12	7	8	6	7
2. Students with Disabilities					
% At or Above Level 1 (<i>Not</i> meeting the standards)	100%	100%	100%	100%	100%
% At or Above Level 2 (<i>Not fully</i> meeting standards)	100%	100%	100%	89%	100%
% At or Above Level 3 (<i>Meeting</i> the standards)	100%	89%	55%	44%	77%
% At or Above Level 4 (<i>Exceeding</i> the standards)	44%	11%	0%	11%	0%
Number of students tested	9	9	11	9	13
Number of students alternatively assessed	0	0	0	0	0
NEW YORK STATE PUBLIC SCHOOL SCORES					
% At Level 1 (<i>Not</i> meeting the standards)	3%	5%	7%	9%	9%
% At Level 2 (<i>Not fully</i> meeting standards)	15%	17%	25%	22%	26%
% At Level 3 (<i>Meeting</i> the standards)	55%	48%	45%	43%	46%
% At Level 4 (<i>Exceeding</i> the standards)	26%	31%	23%	26%	19%